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ABSTRACT

This bibliography includes English language annotations of newspapers and government publications covering educational materials of interest to North Africans (1) to raise the consciousness of their Islamic and Arabic heritages and (2) to adapt education to the problems of the multilingual population. Citations are categorized by country. Within the major categories are subtopics that include philosophy and theory of education, educational organization, adult education, teaching aids, special education, and a special section on illiteracy. Lists of periodical sources and authors conclude the bibliography. (ND)

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P R E F A C E

Combatting illiteracy, preparing an often isolated youth with little broad cultural background to meet the needs and to face the requirements of modern society, and adapting to a multilingual situation - these are the major factors influencing educational philosophy in the Maghreb.

Illiteracy is being reduced by spectacular efforts at universal schooling.

In view of the wide-spread and sometimes dramatic social change taking place in these countries, education is in a transitional period during which it is trying to achieve a balance between the classic values and methods inherited from the colonizing countries and the practical needs imposed by a society which is increasingly in need of skilled labor and of teachers themselves.

Adapting education to the peculiarities of a multilingual population has in the past been a cause of frequent and disrupting changes of curriculum, but many of the problems related to this are now being resolved, and a clear trend towards "Arabization" can now be remarked, with an attendant emphasis on instilling in children a consciousness of their Arab and Islamic heritage.

The main difficulty in compiling a bibliography such as this is that most material must come from newspapers and from government publications. Other material, where it exists, has been published outside the countries and has not always been classified. Thus there are available many figures, many statments of policy, some evaluation of past results and practices, and very little thorough analysis.

Despite the inadequacies which necessarily result from these difficulties, these issues will be, we hope, not only of use to educators and students, but also of interest to those with a general interest in North Africa.

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I. MAGHREB

Higher education

1. Mallet, J.P. "Le rôle de l'université dans le Maghreb. Entretien avec Omar el Malki" (The role of the university in the Maghreb. An interview with Omar el Malki). Pro C 1, September 1973, pp. 17-26.

The new universities should make it possible to assimilate the divergences between occidental and Arabic expression, and to channel the energies of Maghrebian youth. In his interview with a doctor of philosophy who is a conference leader at the University of Algiers, the author tries to discover what is represented for him by the university in the countries of the Maghreb, and particularly by the Algerian experience, which he has "lived" through his participation in drawing up the Algerian university reform.

II. ALGERIA

Educational organization

2. Nosson, C. "Ecole et promotion sociale au Sahara algérien: les élèves de première du lycée de Touggourt (1964-1970)" /School and social promotion in the Algerian Sahara: the first-year students of the lycée of Touggourt (1964-1970)/. 8 fig. In: Maghreb et Sahara. Paris: Société de Géographie, 1973, pp. 289-306.

This is a study of the origins of the children entering the first year since 1964. Their academic results have been scrutinized and their professional or university orientations followed up. This is the first class in which the students were able to prepare their probative examination without leaving the Sahara. This is an important event in a region in which, until recently, the majority of the inhabitants were illiterate.

3. Hadj-Chikh, Bouchane Eddine. "Enseignement. Démocratiser encore" (Education. Further democratization). El Moudjahid, July 5, 1973, p. 7 (4 1/2 col.).

After the hopes raised by education for all, it has been observed that those who succeed in entering secondary school are those who have had a complementary education at home. One cause of failure is the split sessions which are practiced. Nevertheless, Algeria is aiming at total school enrollment, and "Arabization" is an accomplished fact.

If education is made more democratic, it will tend more to give a "proportional chance" to all young Algerians. The educational model followed and the examination system should be revised. School dropouts are in part forming a literate work force, but the majority become delinquents.

Much thought should be given to making education more democratic.

4. "Constructions scolaires. Des internats primaires dans toutes les dairate du sud de Saïda" (School building. Primary school dormitories in all the dairas of the South of Saïda). El Moudjahid, July 8-9, 1973, p. 9 (1 1/2 col.).

The wilaya's director of culture and education for Saïda has shown how great an interest the authorities take in the nomads. One problem to which they have given particular attention is that of the school enrollment of nomadic children. Projects for the creation of primary school dormitories have been given

concrete form by the setting up of an experimental establishment which has given conclusive results. Such establishments will be built at the level of each daira in the south, in such a way as to be as convenient as possible for the nomads. The percentage of school enrollment is 52% at present. A teacher training institute also exists.

5. Benaouda, Mechri. "L'enseignement à Mohammadia" (Education in Mohammadia). El Moudjahid, September 15, 1973, p. 10 (2 col.); September 18, p. 10 (2 col.).

In Mohammadia (in the wilaya of Oran) the aim of total school enrollment has borne its fruit; the present enrollment figure is 79.4%. Much remains to be achieved in this daira in the administrative, cultural and pedagogical domain. The primary school situation is satisfactory, except with respect to teachers' housing and to dormitories for the pupils. The aid given to the schools is often inadequate, especially for school supplies.

The students of technical and vocational schools living in rural zones have heavy transport and canteen problems. For the training of the teaching staff, there are two method schools, a form of school which is becoming a determining factor in the development of teaching methods.

6. "Rentrée scolaire. De minutieux préparatifs à travers le pays" (The beginning of the new school year. Detailed preparations throughout the country). El Moudjahid, September 18, 1973, p. 10 (1 col.).

This article reports on intense activity in preparation for the new school year at the level of local educational authorities and at that of the Communal People's Assemblies. Numerous problems remain, for example at Blida the city-center school premises and the teachers' housing are inadequate.

Meetings have been held in various wilayas between parents, educational authorities, and local authorities to examine the problems which remain.

7. "Rentrée scolaire aujourd'hui" (Beginning of the new school year today). El Moudjahid, September 19, 1973, p. 1 (1/4 col.).

More than 2,800,000 students are returning to school. The Ministry of Primary and Secondary Education has made great efforts,

and schools have been created within the framework of the four-year plan or of special programs. The teaching staff has been reinforced. There are 2,400,000 students in primary schools, 345,000 in vocational schools, and 65,000 in secondary schools. The teachers number 59,800 in elementary education, 10,725 in vocational education, and 2,542 in secondary education.

8. "M. Abdelkrim Benmahmoud: 1985 une structure scolaire totalement rénovée" (Mr. Abdelkrim Benmahmoud: 1985 a totally renovated school structure). El Moudjahid, September 19, 1973, p. 2.

This article reproduces the text of a speech given on the eve of the 1973-74 school year by the Minister of Primary and Secondary Education. He spoke of the results obtained in terms of number of students and construction of primary and secondary schools, and of the objectives of the 1974-1977 four-year plan which should make it possible to accomplish a certain number of major transformations. He also spoke of the policy of replacing foreign instructors with Algerian staff, and of the professional training of the teaching staff. One important problem is caused by adolescents between the ages of 14 and 17; this problem should be solved by the extension of vocational secondary-level instruction. Another problem which exists is the reinsertion into the system of the children of emigrants.

9. Benzaghou, Djamel. "Plus de 2,800,000 élèves cette année" (More than 2,800,000 schoolchildren this year). El Moudjahid, September 19, 1973, p. 2 (1 col.).

Despite difficulties due to the characteristics of the population, the number of schoolchildren increases with every year. Of those between 6 and 13 years of age, 72% are enrolled. Every year, more and more teachers and premises are required, but the present rate of construction appears to be satisfactory.

The aim is, through gradual reforms, to set up an educational system which corresponds to the requirements and to the traditions of the culture.

A seminar of the educational staff was held to define the broad aims. A large part of the work done was devoted to the study of various projects concerning the social administration of educational undertakings. There will definitely be problems, and a need to change attitudes. A large campaign of information is necessary.

10. "Rentrée scolaire: Très bonnes conditions dans l'ensemble" (The new school year: very good conditions on the whole). El Moudjahid, September 20, 1973, pp. 1 & 2 (several articles).

One-third of the school-age population is enrolled this year. This percentage illustrates the policy of the revolutionary authority (regional balance, knowledge available to all). The percentage of illiterates is dropping. There are, at the various educational levels, a total of 73,067 teachers.

The articles on this page examine the situation in various wilayas, as well as the problems constituted by the children of emigrants and the projects for teaching these young Algerians the national language.

11. "La rentrée scolaire dans la daira de Frenda" (The beginning of the new school year in the daira of Frenda). El Moudjahid, September 21, 1973, p. 3.

The local authorities in the daira of Frenda have installed several centers for vocational instruction to solve the problem of transportation. Another problem is caused by the departure of teachers to do their national military service. Ten thousand children are enrolled in the primary schools and 900 in vocational secondary schools.

The article also gives enrollment statistics for certain other areas.

12. Gadouche, Z. "La rentrée - une ouverture vers la meilleure scolarisation" (The new school year. An opening onto the best school enrollment). Révolution africaine, no. 500, September 21-27, 1973, pp. 6-8.

Education in Algeria occupies a privileged position, in view of the achievement in this field. More than 650,000 openings have been created in the space of two years. Planning experts have seen to it that every year another step is taken to make the schools more accessible to all, taking into consideration the rate of population expansion. There are two aspects to the school enrollment campaign: the construction of schools and the training of teachers, and Arabization, which is making headway.

13. Boutrahi, A. "Dans les villages du progrès le savoir au rendez-vous" (In the progressive villages, knowledge keeps its appointment). El Moudjahid, September 22, 1973, pp. 1 & 2.

The author discusses the new school year in the first villages of the agrarian revolution, through a village which has two classes conceived for 70 students with a system of half-time classes. Advances have been granted for school supplies.

14. Boukhercha, M. "Cantines scolaires. Aider à l'épanouissement de l'enfant" (School canteens. Helping the blossoming of the child). El Moudjahid, September 22, 1973, p. 2 (1 1/2 col.).

Nourishment at school is very important for the child. The country has ambitious aims in this respect. The authorities lay great emphasis on the quality of the meals served, and on the training necessary to produce them. The food must be healthful and balanced, in order to put the students in the best position to assimilate their instruction. The aim is to promote a continuous nutritional education. School nourishment councillors are trained in technological institutes.

15. Benzaghou, Djamel. "Oasis. L'école du sud n'est plus la tente" (Oasis. The southern school is no longer the tent). El Moudjahid, September 22, 1973, p. 2 (1 1/2 col.).

In the wilaya of the oases, the new school year began in favorable circumstances. There are over 110,000 students, and six dormitories for nomad children have been set up. These are one characteristic of the educational system in this region, to try to settle the children. The number of dormitories is still insufficient, and there are problems of furnishings, premises and staff.

There is a technology institute which provides the necessary primary school staff. One innovation has been made: the secondary vocational establishments have been made "polytechnical."

There are very few Algerian teachers in secondary schools, and there are difficulties with the school canteens.

16. "350 délégués présents à la 34^{e} conférence internationale sur l'éducation" (350 delegates present at the 34th international conference on education). El Moudjahid, September 22, 1973, p. 7.

The central theme of the conference was the integration of young people leaving secondary schools into the working world. Algeria is taking part in this conference, where discussion is to be held on the relations between education, training and employment, secondary education, measures to be taken to reduce the discrepancies between rural and urban zones, and the adaptation of education the national situation.

17. Boussaid, Ahmed. "Rentrée scolaire. Wilaya de Constantine. Réduire les disparités" (The new school year. Wilaya of Constantine. Reducing the disparities). El Moudjahid, September 22, 1973, p. 8 (3 col.).

The disparities between the dairas and the communes of the wilaya of Constantine are causing increasing concern on the part of the authorities. The inequality of access to education which still victimizes many children in rural zones should be remedied as soon as possible. The quality of the school buildings should not be neglected, and care should be taken that the atmosphere be such as to promote the development of education.

18. "Saida. Une école normale des filles ouvre ses portes cette année" (Saida. A normal school for women is being opened this year). El Moudjahid, September 22, 1973, p. 9.

This year the proportion of school enrollment in the wilaya reached 63%. New establishments have been built. The situation with regard to elementary education may favor the cultural development of the region. In 1980, school enrollment will be 100% complete, thanks to the opening of five primary school dormitories which will solve the problem of the enrollment of nomad children.

At the faculty level, 99% of the elementary teachers are now Algerian, a result which has been achieved thanks to the creation of educational technology institutes. A second normal school will make possible the training of a total of 240 teachers of two different levels of training.

19. Benzaghou, D. "Enseignement. Le rôle des services de l'OSP à Ouargla" (Education. The role of the services of the Academic and Professional Orientation Service in Ouargla). El Moudjahid, September 26, 1973, p. 6 (1 col.).

The OSP of the wilaya of the oases plays a large role in the educational system, for in addition to performing its usual tasks, it must plan the human resources and control the educational system from the pedagogical standpoint, by evaluating its output.

One difficulty is the immensity of the wilaya (58% of the country's territory), the distances to be traversed and the lack of technical means.

20. "10e programme spécial: Environ un milliard de dinars pour les dairate frontalières de l'Est" (Tenth special program: some billion dinars for the eastern border dairas). El Moudjahid, September 27, 1973, p. 3 (1/4 p.).

In the field of education and training, these dairas are behind the rest of the country, and have one of the lowest rates of enrollment. A series of measures has been taken to rectify this situation. In addition to the program planned under the second four-year plan, schools and dormitories are to be built. Furthermore, 45 sections of vocational training will be built, along with a center for cultural instruction.

21. "La rentrée scolaire 73-74 en chiffres" (The beginning of the 73-74 school year in figures). El Moudjahid, September 30, 1973, p. 4.

Enrollment in elementary schools has risen 8.7% over the past year and 208% in comparison with the period just following independence. The number of teachers has also risen.

In secondary vocational schools, 102,550 new students have enrolled.

Numerous new schoolbuildings have been erected. In vocational and secondary education there are still a large number of foreign teachers, especially from the Middle East, because of the expansion of the "Arabized" sector.

The fact that education is being made increasingly democratic is illustrated also by other actions than massive school enrollment: school canteens, grants, clothing allowances.

Educational organization - Primary education

22. "Bejaia. VI. L'enseignement. Enrichissement des structures du primaire" (Bejaia. VI. Education. Enrichment of the primary school structures). El Moudjahid, July 4, 1973, p. 6 (1/3 p.).

The author of the article first recalls the school enrollment structures of the daira in 1969 before the special program and the four-year plan had been put into effect. At that time, Bejaia suffered from a shortage of schools. The year 1970 was marked by an increase in primary school facilities. An Islamic institute has been set up, as has a secondary vocational school conducted in Arabic. The opening of a Lycee has put an end to the secondary school crises. The region's needs call for expansion of the technical and agricultural branches.

Educational organization -- Vocational education

23. Gara, A. and S. Boumaza. "La formation professionnelle et le développement rural en Algérie" (Vocational training and rural development in Algeria). Perspectives, vol. III, no. 2, Summer 1973, pp. 280-289.

Agriculture represents a fundamental branch of the Algerian economy. There are three levels to agricultural education: Vocational training is directed by the Minister of Agriculture; secondary agricultural education includes 2 cycles, one of 4 years in the colleges of agricultural education, and one 3-year cycle in the regional agricultural schools and the technological institutes under the Ministry of Agriculture. Higher education in agriculture is dispensed at the National Agronomics Institute and at the Institute of Agricultural Technology of Mostaganem.

The last two schools admit male and female students on the same footing, but only one regional agricultural school accepts girls.

24. "Les plans communaux: les étudiants de l'ITP sur le terrain" (Communal plans: the students of the Institute for Planning Techniques in the field). El Moudjahid, July 1 & 2, 1973, p. 12, (1 1/2 col.).

The current participation of students in drawing up the communal plans of the poorer dairas falls within the framework of the objectives assigned by the Institute for Planning Techniques, which in four years of studies trains specialists in economic analysis and engineers in applied statistics.

The pedagogical choices concerning the conception and content of the programs, the methods, and the means, follow from these objectives. The students pursue a variety of increasingly complex training periods.

25. "A l'institut national agronomique d'El Harrach une nouvelle promotion d'ingénieurs agronomes" (At the national agronomics institute of El Harrach a new graduating class of agronomics engineers). El Moudjahid, July 6, 1973, p. 2.

The Minister of Higher Education, who presided over the graduation ceremony, emphasized the institute's quality and declared that it is the only establishment at present which is training agricultural engineers. He emphasized that higher education must be closely linked with the development of scientific research. He announced the organization of agronomic and veterinary instruction in the universities so as to remove the existing contradiction between the problems of basic research and those of applied research.

26. Boukhercha, M. "Formation et promotion des travailleurs" (Training and promotion of workers). El Moudjahid, August 7, 1973, p. 6 (2 col.).

The texts define an entire program of continued training and say, for example in article 16 of the bill, that a worker has the right to vocational training and that he should see to keeping up his technical knowledge and qualifications. The worker is given a dynamic role in deciding on his own training (art. II). The socialist administration places upon the worker obligations and responsibilities. The classical system of training is no longer capable of meeting the existing needs. Training must be continuous.

27. "Ben Aknoun: Savoir utiliser les finances" (Ben Aknoun: Knowing how to use the finances). El Moudjahid, September 6, 1973, p. VII.

The training system which has been applied up to now is not capable of meeting the existing needs, hence the founding of new institutes. The training program is specialized and intensive, lasting 11 months out of the year, and includes participation in practical training periods.

This article gives a brief picture of three technology institutes of Ben Aknoun. The schools are coeducational and aim at training two categories of staff. New teaching methods are applied.

In this way the country's limited resources are put to the best possible use in accordance with the priorities, and the type of training is more efficient.

28. "Les instituts technologiques au service du développement. Mostaganem: des cadres opérationnels" (The institutes of technology at the service of development. Mostaganem: operational staff). El Moudjahid, September 6, 1973, p. VII (1 col.).

The Agricultural Institute of Technology of Mostaganem is called a "daring and revolutionary experiment." It gives the students a real contact with the real agricultural situation of the country. The training is based on an alternation of instruction (theoretical courses at the institute and field training periods) and is completed by modern audiovisual methods. Following one cycle of studies, the student can go to work immediately.

The ITA organizes seminars for further training and continuous training.

29. Boussaid, Ahmed. "Rentrée scolaire. Wilaya de Constantine" (The new school year. Wilaya of Constantine). El Moudjahid, September 23-24, 1973, p. 8 (3 col.); September 25, p. 6 (1 col.).

Considerable reforms have been made in secondary vocational, technical and agricultural education to enable them to provide students with a cultural background and with a profession. The many failures which occur arise from the inappropriateness of the exams to the students' level, from overcrowding of classes, and from bilingualism. The new school year has been the occasion of a number of problems.

30. "Bechar. Un CEM pour chaque daira" (Bechar. A secondary vocational school for every daira). El Moudjahid, September 23-24, 1973, p. 9 (2 col.).

Just after independence, this type of education was offered in only a few rare places. The public authorities have made a considerable effort to attain results which have proved exceptional, considering the desert nature of the region and the shortage of trained staff. This year, the first comprehensive lycee was opened and secondary vocational schools are to be inaugurated in every daira.

Nomad children are taken fully in charge by the government. The rate of school enrollment is as high as 71%.

To solve problems of meals, there are canteens in each establishment.

31. "Réalisations et dispositions nouvelles dans le domaine de la formation" (New achievements and arrangements in the field of training). El Moudjahid, September 30, 1973, p. 4.

There have been several new achievements in the area of teacher training. The Institute for Educational Techniques has trained 6,000 teachers and 1,800 vocational school instructors.

Numerous operations of training have been organized for teachers already practicing (seminars, training periods, pedagogical meetings, retraining).

There are new plans to organize training in conformity with the second four-year plan and with the axes of development. A new strategy is to be used for training for those already teaching.

Continued efforts are being made in the fields of literacy and teaching by correspondence.

Educational organization - Higher education

32. "Diplômes préparés dans les établissements universitaires (Algérie)" [Diplomas prepared in university establishments (Algeria)]. ONOU informations, no. 3, July 1973.

This list indicates the different diplomas prepared in Algeria, with the exception of post-graduate studies, and indicates the establishments, the conditions for admission, the length of the studies and the possible choices.

33. "L'expérience des instituts de technologie en Algérie" (The experience of technological institutes in Algeria). Maghreb, no. 58, July-August 1973, pp. 27-36.

In the face of crucial problems of shortage of skilled labor, especially technicians and middle-level trained staff, a certain number of countries have undertaken reforms; one such reform is the creation of institutes of technology in Algeria. After having defined the objectives of these institutes, the author examines their foundation from three standpoints: their legal status and their administrative organization; the financial means granted by the plan; the problems raised. Concerning their functioning, he draws up a report on the achievements made and emphasizes the problems which arose in putting them into effect. Despite the difficulties met with and the criticisms made, the IT's are a unique experiment. Over the short term, they are an exceptional and temporary means created to meet the economy's exceptional needs.

34. Balpe, Jean-Pierre. "Une année d'enseignement du français dans un Institut de Technologie de l'Education (Algérie)" [One year French teaching in an Institute of Educational Technology (Algeria)]. Le français dans le monde, no. 98, July-August 1973, pp. 20-24.

The ITE are establishments responsible for training first-cycle teachers. The trainees are either teachers who have been working for at least three years and who are recommended by their inspectors, or candidates chosen through competition. Recruitment is somewhat disparate with respect to both ages and training. The main problems which arise concern the aims sought and the means of attaining them. The author, a French teacher, studies the functioning of the group-class. It would seem that those studying to be French teachers should pass through a period of learning new student-teacher relations.

35. "Enseignement et méthode" (Teaching and method). El Moudjahid, July 10, 1973, p. 2 (1/4 col.).

In a meeting between Mr. Benyahia of Algeria and Mr. Niculescu of Romania, the development of cooperation between Algeria and Romania in the field of higher education was discussed. The chief points brought up by the minister concerned the problem of overcrowding in universities, university housing, the experience of the volunteers in the agrarian revolution, the training of skilled staff, the creation of institutes, and the basic aims of the reform.

36. "Stages "ouvriers" pour les étudiants de l'université" ("Worker" training periods for university students). El Moudjahid, July 31, 1973, p. 2 (1/3 col.).

Working training periods are integrated into the curriculum in a certain number of university diplomas, in accordance with the decrees fixing the teaching programs. The programs for all diplomas have been entirely modified, while new ones will increase the number of jobs for which the university prepares its students. Thanks to the system of practical work periods, the university still gives a training which is appropriate to the national situation.

37. Abahri, Larbi. "Promotion sociale à l'université. Des résultats d'examens peu flatteurs!" (Social advancement at the university. Not very flattering examination results!). El Moudjahid, August 1, 1973, p. 4 (1 1/2 col.).

There will be talk about the baccalaureate exams this year, particularly those which were held within the framework of social advancement. The problem concerns workers who, in addition to practicing their professional activities, want to enter the university. Defects in the courses given to this end may call into question the existence and the objectives of this education. It seems to be regressing - the results are less conclusive than formerly and the number of enrollments is dropping. At the CPES, 154 students out of 2,000 have been accepted. Some explanation should be offered for this low rate of success.

38. "Dans la foulée de la refonte de l'université. Pour des 'diplômes opérationnels'" (In the course of university reform. For "operational diplomas"). El Moudjahid, August 18, 1973, pp. 1 & 2 (1 col.).

Starting in 1973-74, Algerian universities will produce economists specialized in several fields. The first stage in the reorganization of the teaching of economics was the separation between the training of economists and that of jurists. Each branch trains its students thoroughly in the theoretical and practical aspects of their chosen field. Each of the specialties emphasizes one or several basic disciplines. A ministerial memorandum gives the official position on the transition from the common trunk of bachelor of economic sciences studies to the specialized branches.

39. "Devenez en 4 années d'études supérieures Ingénieur des Travaux Publics" (In 4 years of higher studies, become an Engineer of Public Works). El Moudjahid, August 29, 1973, p. 4.

This announcement from the school concerned gives all the details for admission, establishing a file, and competitions. The school is located in Algiers. Its purpose is to train engineers for permanent government employment in various fields. The baccalaureate is required for entrance into first year, and an examination is given for entrance into the preparatory year. The students are granted a "pre-salary". All students live in dormitories, and they are under a ten-year obligation to the government.

40. "A travers une 'école d'été' d'études solaires et ionosphériques. L'université de Constantine prépare ses chercheurs" (Through a "summer school" of solar and ionospheric studies. The University of Constantine prepares its researchers). El Moudjahid, August 31, 1973, p. 11.

The last, exceptional eclipse of the sun at Tamanrasset led to the inauguration of a school for solar and ionospheric studies. This summer school will make it possible to initiate those who have just acquired bachelor's degrees into a "pre-research." It will also help make the University of Constantine known to the international scientific community. A complementary theoretical training will also be given.

It was unanimously concluded, from the positive results obtained, that the experiment was worthy of repetition.

41. "L'université scientifique et technique d'Alger: former 2,500 cadres par an" (The scientific and technical university of Algiers: to train 2,500 skilled workers per year). El Moudjahid, September 4, 1973, p. V.

In order to train a large number of scientific and technical staff to meet the country's needs, the technical university is conceived as a coherent whole in which theoretical and practical training will be given. The laboratories and facilities are used in as profitable a way as possible. The university is made up of different institutes.

42. Zemouri, Kamel. "Rentrée universitaire: à la veille du second plan" (The new university year: on the eve of the second plan). Revolution africaine, no. 500, September 21-27, 1973, p. 7.

The university reform should place the entire higher educational system within the national process of cultural and socio-economic development.

It would be premature to draw up a report on this reform, but the first effects seem to be positive. The students' participation in the agrarian reform has put them in contact with the real Algerian situation. Planning for 1980 provides for 100,000 students.

Adult education

43. "Première promotion du stage de recyclage pour magistrats et greffiers" (First graduation from the retraining period for judges and court clerks). El Moudjahid, August 5-6, 1973, p. 6 (1/4 col.).

For three months, judges and court clerks from all over Algeria studied and exchanged ideas on the new Algerian legal system. There was a definitely practical side to the training period in that the courses and conferences were given in the national language. A modern language laboratory with 20 individual booths, and a library, were at the disposal of those attending.

Teaching aids

44. Ouandjeli, Hacene. "Le T.V. scolaire a-t-elle atteint ses objectifs?" (Has educational t.v. attained its aims?) El Moudjahid, September 19, 1973, p. 2 (1 col.).

The operation launched in 1969 quickly attained its objectives. Educational television is proving to be a revolutionary technique in the educational system. The process has developed to reach the dimension of a veritable educational and cultural school department, a fact which is very significant. Educational television is an appreciable complement to efforts made in the educational sector. It makes it possible to increase the pedagogical potential in order to face shortages. Teaching of the Arabic language occupies an important place, and there are also programs devoted to academic orientation. The project of programs on agricultural education is discussed. One important problem which remains is that of scheduling.

Artistic education

45. "'El Gharnatia' et la culture dans la région de Kolia" ("El Gharnatia" and culture in the region of Kolia). El Moudjahid, August 24, 1973, p. 13 (1/2 col.).

This music school, founded a year ago, has arrived at a stage showing that the first aims have been reached. The aim is the propagation of Andalusian music. There are now 68 girls and 45 boys between the ages of 8 and 18 attending the school. Rehearsals are held three times a week.

Parallel to local aid, the Ministry of Information and Culture last year granted the school a subsidy.

III. LIBYA

Philosophy and theory of education

46. "Al-majlis al-a'la lit-tarbiyya wa-ta'alim yekhtatam a'amāl duratuh al-'ishreen" (The High Council for Upbringing and Education concludes its 20th session ... having formulated a methodology and educational philosophy for the building of our Arab-Islamic civilization). Al-Fajr al-Jadīd (The New Dawn), July 19, 1973, p. 2.

On July 18th, the High Council for Upbringing and Education ended its 20th Session after 3 days of discussions on the subjects which were listed on the agenda.

In the closing speech of the session, the Minister of Education (and president of the council), Dr. Mohammad Ahmed al-Sharif, expressed his appreciation to the members of the council for their contribution to the creation of a complete methodology and educational philosophy through which could be shaped Arab-Islamic civilization.

The council had also made several decisions and given several directives on all of the subjects listed on the agenda which were connected with laws or decrees concerning education, and the procedures for carrying out these laws.

Educational organization

47. "Natā'ij Ijābiyya hāmma libarāmaj ath-thawra ath-thaqafiyya" (Important Positive Results for Cultural Revolution Programs) Al-Fajr al-Jadīd (The New Dawn), July 29, 1973, p. 4.

This article points out that the Cultural Revolution summer program achieved the following goals: widening the horizon of the study; filling empty summer time with activity; accustoming the students to research and discussion and gaining of additional general facts; linking the students with their environment through volunteer programs in which they participated (such as harvesting work in farming areas); informing the students of the accomplishments and economic gains that have been realized in all spheres since the September 1st Revolution.

Thus, the summer program was political, cultural and recreational at the same time. Efforts were made to make students more politically conscious and aware of the political direction and opinions of the government. Also, plays "with a moral" were distributed to schools by the Direction Committees of the program. For example, one play, "Shame on you, my son" encouraged kind behavior toward children and respect for the aged, while another exemplified good health habits.

Some problems that were faced at the beginning of the program are also mentioned, but the impression is left that the flexibility of the program made it possible to cope with any difficulties that arose.

48. "Fatha madrasat in masāīyyatin limahwal-ummiyya" (The Popular Council of the Martuba School in Derna decides: opening of night school to wipe out illiteracy), Al-Fajr al-Jadid (The New Dawn), August 19, 1973, p. 4.

The Popular Council (consisting of 3 teachers and 3 workers) at the Martuba School in the province of Derna made the following decisions: the organization of a new division of students who would be taught the Koran and Religion from 8:30 - 11:00 a.m. every school day (Monday being a holiday); the requirement of memorization of the Koran for all students at the 3rd year elementary level, and additional hours of Koran class for those desiring it; as well as additional hours after class for students desiring to strengthen their knowledge in other subjects; the opening of night school to help wipe out illiteracy for those people in the district desiring to participate in the program.

49. "Wazāratut - ta'alim wat - tarbiyya ba'ad ath-thawra" (The Ministry of Education after the Revolution). Al-Fajr al-Jadid (The New Dawn), September 1, 1973, p. 4.

This article is presented from the point of view that statistics are the best reflection of educational progress in Libya since the Revolution. The statistics are outlined under the following main headings: elementary school education, preparatory school education, secondary school education, institutes for teacher education, fine arts education, the wiping out of illiteracy, and university education.

The most important statistics are given in the following tables, which are also included in the article:

TABLE I: Statistics clarifying the development of educational services for elementary education.

School Year	No. of Schools	No. of Students		Total No. of Students	No. of Teachers
		Male	Female		
68-69	1,686	183,080	87,537	270,617	9,161
72-73	1,069	261,693	190,235	451,928	17,552

TABLE II: Statistics clarifying the development of educational services for preparatory education.

School Year	No. of Schools	No. of Students		Total No. of Students	No. of Teachers
		Male	Female		
68-69	144	25,637	3,544	29,181	2,076
72-73	230	42,016	12,727	45,744	3,782

TABLE III: Statistics clarifying the development of services for fine arts education.

School Year	No. of prep. school students	No. of secondary school students	Total No. of Students
68-69	688	571	1,259
69-70	744	713	1,457
70-71	1,771	1,317	3,088
71-72	1,378	1,824	3,202

TABLE IV: Statistics clarifying the development of services in the field of wiping out illiteracy.

Index	1st class	2nd class	3rd class	4th class
No. of people enrolled	12,790	9,761	8,135	5,324
No. of advanced students	6,943	5,688	4,256	3,086
No. of successfull students	4,282	3,639	2,764	1,831
Percentage of successful students	60.87%	62.3%	63.7%	59.9%

TABLE V: The no. of those participating in "wipe out illiteracy" programs

Year	68 - 69	70 - 71	71 - 72
No. of students	8,897	37,170	15,422 (one course level)

TABLE VI: No. of Students in university programs abroad

School Year	68-69	69-70	70-71	71-72	72-73
No. of students in B.A. programs	167	145	123	157	308
No. of students in M.A. or Ph.D programs	62	141	134	221	222

TABLE VII: Statistics on expenditures for university education

School Year	Expenditures in Libyan dinars
68-69	2,605,426
69-70	3,331,345
70-71	4,006,313
71-72	5,393,609

50. "Thalātha wa-thalathīn alf tilmīdh wa tilmidha judad bi-Tarābulus, dakhalū al-mudāris li-awwal marra li hādhal-'ām" (33 thousand new students begin school this year in Tripoli). Al-Fajr al-Jadid (The New Dawn), September 27, 1973, p. 3.

The Director of Education for the city of Tripoli stated that the number of boy and girl students enrolled in the first-year level of elementary school had reached 33,000, and that the number of students enrolled at the preparatory school level was 4,000.

The Director also noted the opening of new schools with a total of 300 classrooms; in addition, there exist a total of 150 "floating classrooms." It was expected that more classroom space would be made available in the coming month.

He also asserted that all of the students who had applied for admission at the preparatory school level had been accepted.

He added that the administration tried to place students in schools close to their homes and made a special effort to avoid overcrowding in any of the schools.

The Director ended his statement by expressing his wish for a year filled with activity and high hopes.

Educational organization - Primary education

51. "Al-lugha al-'arabiyya lilmarhala al-ibtidā'iyya" (Arabic language instruction at the elementary school level). Al-Jamāhīr al-'arabiyya (The Arab People), August 28, 1973, p. 4 & 5.

In this article a series of suggestions is made for the most practical methods of teaching Arabic at the elementary school level. For example, it is suggested that the teacher should take advantage of students' enthusiasm for such activities as singing songs, participation in plays, or memorization of pieces of literature, etc. by integrating such activities into an Arabic language learning program.

Recommendations are made concerning the following topics: the teaching of oral and written expression; choosing topics for discussion or for written composition; correction of mistakes made in oral and written expression (hints are given on how to correct a student's mistake without making him feel too self-conscious); the teaching of different writing styles and their practical application (how to write friendly letters, letters of congratulations, business letters, various kinds of articles in a class or school newspaper, etc.); the special problems connected with grammatical rules and types of exercise used for language training and reinforcement; the polishing of acquired language skills.

In summary, all recommendations made in the article stress the importance of language learning through practical application.

Educational organization - Secondary education

52. "Barnamaj 'amal lilajnatil-sha'abiyya limadrasa Trābalis al-thaniwiyya lilbanāt" (The work program of the Popular Council at the Tripoli Secondary School for Girls). Al-Fajr-al-Jadīd (The New Dawn), July 29, 1973, p. 5.

The Popular Council at the Tripoli Secondary School for Girls has studied many of the problems which hindered the progress of the school and thus made several decisions and suggestions for directing the school's program in accordance with the aims of the Cultural Revolution.

The new program includes: the division of the school into two groups (those who passed exams this year and those who failed exams this year - and the former group was to play an important leading and decision-making role in the new organization of the school); a program for stimulating political, social, cultural and religious consciousness (including the organization of meetings and conferences that focus attention on the goals of the Cultural Revolution and what social customs, for example, do not run parallel to these goals; the encouraging of activities that promote a "spirit of work" (such as students' cleaning the school grounds). The program was also to include civil defense and health care training.

Several needs of the school were made known publicly (a telephone does not exist in the school, for example), and some needs were met by concerned groups (for example, the General Tourist Organization provided the school with a car and some films; the film production administration contributed some film equipment and films).

53. "Natā'ij imtihānāt ath-thanawiyya al-'āmma" (Results of the General Secondary School Examinations). Al-Fajr-al-Jadīd (The New Dawn), July 29, 1973, p. 5.

This article lists the names of those students who graduated from high school by passing the general secondary school examinations which were given at the end of the 1972-1973 school year.

In the division of humanities, 69.46% of the students passed the examinations, while in the division of sciences, the figure was 56.44%.

The newspaper congratulates those students who passed the exams and offers them best wishes for the future, addressing them as "the joy of the present and the hope of the future."

Educational organization - Vocational education

54. "M. Dachraoui reçoit le ministre libyen du Plan. La Tunisie disposée à aider la Libye dans les domaines de la main-d'oeuvre et de la formation professionnelle" (Mr. Dachraoui receives the Libyan minister of the plan. Tunisia is willing to help Libya in the fields of labor and vocational training). La Presse, July 13, 1973, p. 1.

The Libyan minister emphasized the importance placed by his government in the technical aspects of training labor. He spoke of the possibility of Tunisia helping in this field, in which that country has made considerable strides.

55. "Lā'iha 'āmma jadīda lit-ta'alīm al-fannī as-sanā'ī, tawfīr intiyyājāt gatā'as - sanā'a min al-guwa al-'āmila" (New General Decree for Applied Industrial Arts Education, due to an increase of requirements in the industrial sector for skilled labor). Al-Fajr al-Jadīd (The New Dawn), August 20, 1973, p. 2.

The Minister of Industry and Mineral Resources announced on August 19 a general decree setting up a system of technical industrial education. The decree was divided into 7 chapters encompassing the following topics: the sphere of authority of the general administration for education and industrial training; the drawing up of the necessary plans for the establishment of new industrial arts institutes and training centers; the encouraging of the exchange of information with local and foreign industrial training centers and magazines; the framework for the administrative and financial organization of the new institutes; the conditions for acceptance of students into the industrial arts institutes; the system of scholarships, educational incentives, disciplinary measures, and courses to be used by the institutes; and also the organization of testing, grading and study materials.

The decree also requested from the existing industrial arts institutes that they review their financial records and submit to the Government a financial report after three months.

Teaching aids

56. "Min alwām at-tathqīf al-madrasī 'al-maktaba'" (Among the kinds of school education - "the library") Al-Fajr al-Jadīd (The New Dawn), September 30, 1973, p. 10.

The author of this article expresses his opinion concerning the importance of school libraries. Although he praises the rise of new school activities that extend outside the classroom (school newspapers, debating, handicrafts, working in the school garden, etc.) he contends that this new "little society" being created (with the school as its focal points) is not complete without a well-organized, comfortable and quiet library. A good school library should also be one of the attractions that keep students at school after classroom hours.

The author questions whether or not Libyans really care about the subject of school libraries; and, at the end of the article, asks the question whether or not most of the Libyan schools even have libraries.

IV. MOROCCO

Educational organization

57. "Des diplômes oui... et après?" (Diplomas, yes ... and then?) L'Opinion, July 7, 1973, p. 10 (1/2 col.).

At the end of every school year, there are degree-granting ceremonies. The great difficulty for those graduating is to enter the working world, especially in Morocco, where there are considerably more degrees than there are job opportunities. The reason for this is that the education is not appropriate to the employment market. To ensure a specialized and successful training, it is indispensable that more schools be built.

58. Sami El Jai. "Consigne de silence à l'école régionale d'instituteurs interdite aux journalistes" (Conspiracy of silence at the regional teachers' school, forbidden to journalists). L'Opinion, July 13, 1973, p. 5 (2 col.).

The MUCF is organizing a training period which does not justify such measures of secrecy. The session was organized to spread through Morocco integrated teaching methods, in order to modernize the methods currently practiced.

59. "Clôture à Rabat de deux stages sur l'enseignement" (Closing in Rabat of two practical sessions on education). L'Opinion, July 30, 1975, p. 5 (1 col.).

This is the text of a speech given by the Minister of Education at the end of two practical sessions on integrated teaching and the preparation of televised educational programs. The reports showed the importance of and the role that should be played by integrated teaching and the educational workshops such as bookbinding and carpentry. The second session permitted those attending to acquire some theoretical and practical experience of audiovisual methods, and to participate in making educational films.

The Ministry of Education has set aside considerable sums for the retraining and further training of teachers.

60. Bouchra. "La formation des cadres: une calamité atavique" (Training skilled personnel: an atavistic calamity) L'Opinion économique, August 1, 1973, p. 6 (1 col.).

The training of local skilled workers is the only way of putting an end to cooperation. Official policy in the field of education has not lived up to its commitments. Education has not been made universal. More than half the country's school-age children are not enrolled in primary schools and the number of new buildings is decreasing, while the population is increasing. Another negative factor consists in the dismissal of students while they are pursuing their studies. Instead of Arabization, bilingualism seems to be the rule. This situation arises from the deliberate choice made in favor of an education for an elite, in a foreign language.

61. "La commission de l'orientation décidera du sort de certains élèves à Oujda" (The orientation commission will decide the fate of certain students at Oujda). L'Opinion, September 5, 1973, p. 3 (1/2 col.).

A commission composed of the authorities, the orientators and representatives of the students' parents, is to meet to study the case of certain students. The orientation councils have often made unfair decisions, and certain students have not benefitted from an orientation taking into account their aptitudes. The case of such students, and of those who have been dismissed or who do not have sufficient financial means, will be studied.

62. "La rentrée 73-74 - spécial rentrée des classes" (The beginning of the 73-74 season - special for the new school year). L'Opinion, September 27, pp. 1-4, 5 & 6 (9 col.).

This article gives the program of activity envisaged by the government in education. The aims of the plan extend beyond the requirements of universalizing education. Enrollment in primary schools will not be complete before 1995. The prospects for the 1973-77 plan are indicated with respect to pre-school instruction, primary, secondary and higher education establishments.

63. "Pour un enseignement éfficace et généralisé" (For an effective and universal education), by M.Z. L'Opinion, September 27, 1973, p. 5.

This article concerns pre-school education, which is practically non-existent. The Koranic schools are not equipped to educate children well. Sufficient nursery schools should be opened, directed by young girls trained for the task. The entrance into primary schools would be facilitated by this. Several generations have been sacrificed to the perpetual changes in programs.

64. "L'institution El Hassen Benchakroun ouvre ses portes demain" (The El Hassen Benchakroun institution opens its doors tomorrow). L'Opinion, September 30, 1973, p. 3 (1 1/2 col.).

This establishment, which has just been built, groups education and instruction. The program of the institution is the official program, with certain improvements, especially in the areas of moral and religious education. Much importance is given to the pedagogical aspect. This is a school which is well equipped to fulfill its function.

Educational organization - Higher education

65. "Dossier sociologie. Le Maroc a besoin de sociologues. Pourquoi donc la fermeture de l'Institut de Sociologie et la suppression de l'enseignement de celle-ci?" (The sociology file. Morocco needs sociologists. Why, then, has the Institute of Sociology been closed and its instruction cancelled?) L'Opinion, culturelle, July 23, p. 6 (1 p.).

Sociology is spreading more and more within the different societies in the world. In Morocco, despite the need for sociologists, the Institute of Sociology of Rabat has been closed and the teaching of sociology abolished. The author has conducted an interview with Omar El Malki, a sociologist and head of the Department for the Training of Qualified Personnel, in which he discussed his views concerning the Moroccan university.

66. Kamal, Haji. "Décentraliser l'enseignement et doter chaque région d'un centre universitaire" (Decentralize education and provide every region with a university center). L'Opinion, August 21, 1973, p. 4 (1 col.).

The majority of university faculties are located in Rabat. Every student coming from another region finds himself faced with unfortunate temptations (this is especially true for young girls). Higher studies are less accessible to young girls.

The problems would be resolved by making education universal, and by decentralizing it. This would diminish somewhat the material difficulties met with by "emigrant" students.

V. TUNISIA

Philosophy and theory of education

67. Balegh, Hedi. "Rencontre internationale des éducateurs Freinet" (International meeting of Freinet educators). La Presse, August 7, 1973, p. 3.

Every year the Freinet educators hold an international meeting, the RIDEF. This year it was held in Carthage. The author expresses the hope that Tunisia's pedagogy will draw as much profit as possible from this mingling of ideas and these comparisons of experience. Tunisia is in great need of a renovated pedagogy, suited to the environment and to the aptitudes of the children. The entire society should be the Open School dreamt of by Freinet. With the mass media, this dream is not very far removed from reality in the 20th century.

68. "Avec les 'Ridefois'" (With the "Ridefois"). La Presse, August 7, 1973, p. 3 (1/2 col.).

This article gives the substance of an interview with some Tunisians attending this conference. An embryonic modern school based on Freinet methods has been in existence since 1954, and has the encouragement of the Tunisian educational authorities. The aim of the conference is to make people aware of the pedagogy which is recommended, so as to encourage reflection on adapting these modern methods to the environment.

69. "La rencontre internationale des éducateurs de l'école moderne. Développer l'enseignement en créant chez l'élève le sens social, le travail personnel et le travail créateur" (The international meeting of modern school educators. To develop education by creating in the student a social awareness, individual work and creative work). L'Action, August 7, 1973.

The international meeting of Freinet educators held at the Carthage lycee will provide new enrichment for Tunisian educators who have gone through this experience in self-management.

They will now, in their classes, be able to resort to certain techniques, breathe new life into their action, and adopt an attitude consisting in providing the opportunity to acquire knowledge, not in imposing it.

70. "La méthode Freinet et la langue de l'enseignement" (The Freinet method and the language of instruction). La Presse, August 7, 1973, p. 3 (1/3 col.).

The question arises of whether the Freinet method is compatible with classical Arabic, which in fact is not commonly used outside the school.

Recalling a few elementary and fundamental precepts of the Freinet method, it is noted that its aim is to promote the flowering of the child by the avoidance of anything which might block thought and feeling. It is thus based on a native language, learned without difficulties. Classical Arabic and French, however, are foreign languages for the Tunisian child. It is in any case preferable to use the Freinet method, even with foreign languages, but the result risks being somewhat diminished.

71. "Présidant l'ouverture de la conférence périodique des gouverneurs, M. Tahar Belkhodja: il est nécessaire de coordonner l'école et les autres milieux afin de garantir la rentabilité requise" (Presiding over the opening of the periodic governors' conference, Tahar Belkhodja: the school and other environments must be coordinated to guarantee the necessary profitability). La Presse, September 17-18, 1973, pp. 1 & 2 (1 col.).

The first session was devoted to questions concerning education, and to an exchange of views on teaching methods.

Mr. Guiga, Minister of Education, spoke of teachers' salaries and of educational reform. He considers the problem of dropouts to be a false problem, as the question resides in the necessary link between the educational system and the economic and social system. The school must be open onto the outside world, and must not simply be a pedagogical cell.

72. "M. Hamed Zghal représente la Tunisie à la 34^{e} session de la conférence internationale de l'éducation" (Mr. Hamed Zghal represents Tunisia at the 34th session of the international conference on education). La Presse, September 19, 1973, p. 4; September 28, p. 4.

The State Secretary under the Minister of Education went to Geneva to represent Tunisia at this conference, held under the auspices of UNESCO.

This session will study the means which will reinforce the relations between vocational education and employment. It will also bear on secondary education, and on the training of young people between the ages of 12 and 18. There will also be an exchange of views on the question of educational reforms, and on the experience of each country.

73. "Pour une pédagogie nouvelle proche de la réalité scolaire" (For a new pedagogy closely related to the real school situation). La Presse, September 26, 1973, p. 2 (1/2 col.).

Tunisia attended a pedagogical meeting in France, organized by the International Association of Modern School Movements. The participants were able to compare their experiences, their successes and their failures, and to deepen the Freinet modern school techniques.

One of the primary aims of this conference was to lead the participants to become aware of certain realities. Practical efforts at modernization must be made in the spirit of the individualization of education. The works were centered on the aid to be given the educator. The meeting was a fruitful one, and made it possible for the Tunisian Association of the "Freinet" Cooperative Institute to demonstrate its dynamism and its concern for promoting a new pedagogy.

74. Chorfi, Abdelmajid. "L'enseignement coordonné: Une expérience à poursuivre" (Coordinated teaching: An experiment which should be pursued). L'Action, September 30, 1973.

Two teachers speak of an experiment they conducted in a third-year class at the lycee of Bab Jedid.

The initial idea was to raise the partitions between disciplines and to create some coordination at the level of all those teaching one class. Added to this was the aim of helping the students blossom.

The article gives the methodological stages of the experiment. It required more enthusiastic participation on the part of the teachers, better understanding on the part of the administrative staff, and a sensitization of the parents.

The results are encouraging, and militate in favor of continuing the experiment.

Educational organization

75. Debbasch, Ch., M. Camau. La Tunisie (Tunisia). Paris, Ed. Berger Levrault, 1973, pp. 24-27.

One section of this work on Tunisia has been devoted to the cultural factor. Despite the efforts made since independence, the level of instruction remains weak. The illiteracy figure is 67.4% (53.3% for men and 82.0% for women).

Before independence, education was characterized by a diversity of types of instruction and by the small number of Tunisians profiting from them. After independence, the Tunisian government sought to unify education and to increase enrollment. The reform of 1958 was further reformed in 1967-68 to improve the effectiveness of the education. The successive reforms since 1967 have not called bilingualism into question, but there is a movement in favor of Arabization.

76. "Au cours d'une séance de travail à Jendouba: M. Mzali: notre devise dans le domaine de l'éducation 'autant sinon plus et mieux'" (During a work session at Jendouba: Mr. Mzali: our motto in the field of education "as much if not more and better"). La Presse, July 1, 1973 (1-1/4 col.).

Meeting at this work session were the regional party and administrative executives, as well as the directors of schools. The governor reviewed the educational situation in the region, indicating that since independence enormous progress has been recorded in this field. The minister of education indicated the efforts made in favor of education, then discussed the government's policy, the basis of which is the democratization of school enrollment. He emphasized the necessity of relieving overcrowding in schools by increasing the number of teachers.

77. Rachid, Abdelgelil. "L'orientation et l'information scolaires, universitaires et professionnelles dans les pays en voie de développement" (School, university and professional orientation and information in developing countries). La Presse, July 28, 1973 (3 col.).

The author is director of the Center for school, university and professional orientation and documentation. The rapid increase in the school-age population and the inadequacy of the means available for meeting the needs in qualified personnel show the necessity for judicious planning of training - hence the importance of information and orientation. In developing countries, any attempt at educational persuasion must come from the school. In the area of information, direct contact is most effective and most economical. The same is true of educational orientation, which should be spread out over a long period and integrated into the school. The class should become the domain of instruction, and at the same time that of the gradual building of the personality.

78. Rachid, Abdelgelil. "Une expérience d'orientation scolaire" (An experiment in academic orientation). La Presse, August 3, 1973, p. 3 (2 col.).

The Center for school, university and professional orientation and documentation of Tunis long ago conducted an experiment in academic orientation, the aim of which was to obtain a local sampling of certain tests and to give teachers objective indications as to the aptitudes of their pupils other than through examinations. The experiment attempts to establish, by following the tests examined, the predictive value of certain tests with regard to academic success.

Using objective methods, the center hopes to contribute to a gradual orientation making possible a better academic and professional adaptation.

79. "L'Enseignement en Afrique et en Tunisie" (Education in Africa and in Tunisia). La Presse, August 9, 1973, p. 5 (3-1/2 col.).

This article concerns education in Africa in general, and in Tunisia in particular.

The first part gives an overall view of the school enrollment movement in Africa, and of the achievements that have been made. In Tunisia, the sector is characterized by its magnitude, and the effort made at enrollment is backed up by a vast effort at support (including canteens and grants).

The third part of the article reports on the problems and prospects, indicating first the problems and inadequacies of education in Africa. Throughout almost all of Africa, education is basically national, but is little inspired by the elements of the national culture and by the social environment.

80. Cherif, Taoufik. "L'enseignement: un ensemble de questions à débattre" (Education: a group of questions to be worked out). La Presse, August 31, 1973, p. 3 (1 col.).

Statistics show a gigantic increase in the numbers of students and teachers over a relatively short time, but the problem nonetheless remains a current one. A permanent examination of the methods and systems used is necessary. The instruction must be adapted to the country's individual situation. Quantity must not cause quality to be neglected, and the student should have a general background which is necessary for all specialties.

The problem of bilingualism will not be solved for several years.

81. Republic of Tunisia. Ministry of Education. Report on the educational activities in Tunisia 1971-1973, for the 34th international conference on public education. Geneva, September 19-27, 1973, 16 pp.

This booklet gives the relevant figures for the years 1971-72 and 72-73. It covers school administration, central administration and teaching. The Higher Normal School was reorganized by the decree of August 12, 1972. The teaching is supervised by inspectors.

The report gives the figures for school construction, then indicates the quantitative changes in education, the structure and organization of teaching reform and planning, pedagogical action, teaching staff, auxiliary services (canteens, grants), and adult education.

82. "Premier contact de l'amicale de l'enseignement privé avec les journalistes" (First contact of the private school teachers' association with journalists). La Presse, September 22, 1973.

By a decree of March 21, 1972, the Ministry of the Interior authorized the setting up of an association of the directors of private schools.

In this meeting with the journalists, the president of the association indicated his aims: to participate in the national effort to spread instruction, to improve its quality, to take in the largest possible number of dropouts, and to restore to private schools their full value.

The journalists asked a number of questions concerning the possibility of reintegrating private school students into public establishments and the improvement of the level of examinations.

83. "Séminaire de l'amicale des écoles privées en Tunisie du septembre au 14 décembre 1973" (Seminar for the association of private schools in Tunisia from September 24 to December 14, 1973). Tunis, 1973, 48 pp.

The theme of this seminar was the role of private schools in training the country's qualified workers. The work was divided into 4 commissions. The first studied the role of private schools, which exist not only to absorb school dropouts, but also to train those who have been unable to find places in the public sector. The second commission studied relations with the administration concerning authorizations to open, examinations and diplomas. The third commission approached the relations of the private schools with one another, and the fourth studied their social functions.

84. "Dans une conférence de presse sur les préparatifs de la rentrée scolaire M. Driss Guiga: les conditions sont réunies pour envisager la rentrée avec optimisme" (In a press conference on preparations for the new school year, Mr. Driss Guiga: we have every reason to look optimistically on the next school year). L'Action, September 27, 1973.

Five additional hours of classes are planned for the first year of primary school. In secondary schools, Arabic teachers called upon to teach French are being retrained. The problem of dropouts concerns the entire country. The number of scholarships, classrooms and schools is increasing. The aim is for there to be one lycee per delegation. Semester examinations have been abolished, and are replaced by continuous assessment, the results of which are sent to the parents.

Educational organization - Vocational education

85. "La coopération dans le tourisme. Une école hôtelière en Tunisie" (Cooperation in tourism. A hotel school in Tunisia). Afrika, vol. XIV, no. 4, 1973, p. 43.

The development of tourism in Tunisia has made trained personnel necessary. In 1964, the National Tourism Bureau began founding new training centers.

The professional school of Bizerte was set up with help from Germany, and began functioning during the summer of 1967. Selected students receive additional training in Germany. The project also benefits neighboring countries - Libya, Mauritania, the Congo, Senegal and Morocco. The students will collaborate successfully in the training of the hotel staff necessary for the development of tourism.

86. "Institut National du Tourism et du Thermalisme (Monastir)" /The National Institute of Tourism and Spas (Monastir)/. ONOU Informations no. 3, July 1973.

A simplified hotel organization shows the different functions for which students are prepared by the institute. It also prepares for higher-level jobs in travel agencies. An appendix to this bulletin gives information concerning hotel training establishments in Tunisia.

87. "Loi no. 73-77 du 10 juillet 1973, portant organisation de l'enseignement des pêches" (Law no. 73-77 of July 10, 1973, on the organization of fishery education). J.O.R.T. no. 26, July 3, 6, 10, 1973, p. 1076.

Education in the fishery sector is organized in the first degree by professional education in fishery and by the perfecting of fishermen. It is meant for young people who have completed primary school, and is composed of two cycles. The second degree, on a secondary education level, gives a scientific, technical and practical training enabling students to become middle-level skilled workers or technicians. It includes two sections, one scientific and technical, the other technical and practical.

Higher instruction is addressed to young people who have completed secondary school, and prepares them to become halieutics engineers. They attend the National Institute of Agronomic Education of Tunis, and the National Institute of Oceanography and Fishing.

88. "Le Dr. Hannablia préside la conférence annuelle sur l'enseignement, l'orientation et la recherche agricoles" (Dr. Hannablia presides over the annual conference on agricultural education, orientation and research). La Presse, July 4, 1973, p. 2.

This conference was attended by the directors of agricultural vocational training establishments and centers. The agenda includes an examination of the report for the 1972-73 school year, and the preparation of the next school year. Dr. Hannablia emphasized that one aim of the meeting was to clarify the situation with respect to agricultural education, and to study the problems which are a source of concern to the authorities of agricultural education. Mr. Brahim Douik, director of agricultural education gave a brief report on the results of the school year.

89. "Accord tuniso-suisse en vue de créer une école hôtelière à Nabeul" (Tunisian-Swiss agreement to found a hotel school in Nabeul). La Presse, August 1, 1973, p. 5.

This school will have a capacity of 250 students of the levels of the third and fourth years of secondary school. The creation of this establishment corresponds to the government policy tending to develop the hotel sector, whose staff needs are making an adequate professional training necessary.

90. El-Mahdi. "Le monde rural reste peu informé des possibilités de la formation professionnelle agricole" (The rural world remains uninformed as to the possibilities of professional training). La Presse, August 23, 1973, p. 2.

The human factor constitutes a brake on the expansion of agriculture in Tunisia. If young people are to be more motivated to pursue agricultural professions, they must be informed of the existing training opportunities.

In the governorate of Tunis-Sud is the Sidi Thabet agricultural complex, to which belong the training centers for cowherds and for young girls from the country. The training period is two years. There is a further training center at Saida and a center for agricultural mechanics at Fahs. The Commission for Agricultural Vocational Training recommends the establishment of a link between primary education and agricultural training, as well as the organization of practical training periods for further training.

Educational organization -- Higher education

91. "Etudiants étrangers candidats à une bourse d'enseignement supérieur en Tunisie" (Foreign students candidates for scholarships in higher education in Tunisia). ONOU informations, no. 3, July 1973, 3 pp.

This bulletin gives the conditions under which scholarships are granted, and the details concerning entrance to the University of Tunis.

92. "Ecole normale Supérieure de l'Enseignement technique" (The Higher Normal School for Technical Instruction). ONOU informations, no. 3, July 1973, 6pp.

This school trains teachers, inspectors and pedagogical organizers for secondary technical and professional education, and qualified staff for higher technical education and scientific research. It is also responsible for promoting pedagogical research on technical and professional education. The studies include three cycles: general and technical training (two years), basic and pedagogical training (two years), and specialized training. Scholarships are granted. This article gives the school's admissions requirements and describes its organization.

93. Alya. "L'agrégation pour quoi faire - Hella Béji répond" (The "agrégation" -- why - Hella Beji replies). La Presse, August 1, 1973, p. 1.

The agrégation is an unchangeable institution and the only one which is recognized as valid for education. While the structures of the Tunisian agrégation are being set up, it is in France that the students are trained, according to international criteria and by competition.

94. "Présidant la conférence régionale des étudiants destouriens du gouvernorat de Médenine, M. Driss Guiga: l'Université est appelée à assumer un rôle à la mesure de l'importance que lui accorde l'Etat" (Presiding over the region conference of Destourian students of the governorate of Medenine, Mr. Driss Guiga: The university is destined to assume a role commensurate with the importance granted it by the government). La Presse, August 17, 1973, p. 5 (1 col.).

This conference was organized on the basis of the students' concern over the university situation regarding the level of instruction and instructors, and regarding structures. Several students discussed questions concerning programs, examinations, student housing, syndical life.

The minister reminded his listeners of the conditions for constructive dialogue, emphasizing the necessity of taking into consideration all viewpoints.

95. "Présidant l'ouverture du séminaire national des nouveaux bacheliers, M. Guiga: l'Université doit former des compétences sinon elle aura rompu le pacte qui la lie à la société" (Presiding over the opening of the national seminar of new baccalaureate-holders, Mr. Guiga: the university must train capabilities, otherwise it will have broken its pact with society). La Presse, August 22, 1973, p. 4 (1 col.).

The Minister of Education invited the students to express their concerns on the eve of their return to the university. The questions asked bore mainly on the university situation and the troubles which have occurred there, and on certain needs of higher education. The minister spoke of the causes for the students' inclination to be undisciplined, and then of the Tunisian conception of the university's role. The university, he said, should be an undertaking whose primary concern is profitability.

The dialogue with the students must be permanent, and must be undertaken at the pedagogical, social and ideological levels.

96. "Nouveau profil de l'Institut de Presse et des sciences de l'information" (New profile of the Press and Information Sciences Institute). La Presse, August 28, 1973.

In application of the statutes which will enter into effect at the beginning of the 1973-74 academic year, the Press and Information Sciences Institute is an institution of higher learning under the Ministry of Education. It is autonomous.

The studies include two, two-year cycles. All students follow the first cycle, at the end of which they receive a Certificate of Aptitude for Journalism. At the end of the second cycle, they take an examination for the Bachelor's Degree in Journalism and Information Sciences. The theoretical training is linked with a practical one, and colloquia, seminars and practical training periods are organized.

97. "Décret no. 73-408 du 6 septembre 1973 portant création d'un doctorat d'Etat délivré par la Faculté de Droit et des Sciences politiques et économiques" (Decree no. 73-408 of September 6, 1973, concerning the creation of a "doctorat d'Etat" granted by the Faculty of Law and Political and Economic Sciences). J.O.R.T., no. 34, September 7-11, 1973, pp. 1395-96.

This decree indicates the creation of doctoral degrees in public or private law, political science and economic sciences, as well as the requirements for defending a thesis. The following order decrees the creation of theses for the "doctorat d'Etat". A second order sets the conditions for preparing and defending a thesis.

98. "Decret no. 73-407 du 6 septembre 1973 portant création des diplomes d'études supérieurs à la Faculté de Droit et des Sciences politiques et économiques de Tunis" (Decree no. 73-407 of September 6, 1973, concerning the creation of higher degrees at the Faculty of Law and Political and Economic Sciences of Tunis). J.O.R.T. no. 34, September 7-11, 1973, p. 1396.

A list is given of the higher degrees granted starting in the 1972-73 university year by the Faculty. The admissions requirements are specified. Pages 1396-1402 of the same record give the organization of studies and examinations for these different higher degrees.

Special education

99. "En clôturant le séminaire national des directeurs des villages d'enfants de Bourguiba, M. Sayah: le statut des éducateurs des villages d'enfants de Bourguiba sera promulgué prochainement" (Closing the national seminar of directors of Bourguiba's children villages, Mr. Sayah: the statute of educators in Bourguiba's children villages will soon be published). La Presse, September 21, 1973, p. 4 (1 col.).

The minister of youth and sports drew the outlines of the educational activity of these teachers.

He also discussed the training of skilled workers, emphasizing human qualities and pedagogical knowledge. Courses of further training will be opened for the educational staff of the academic communities.

Cooperation

100. France, Paul. "Quand les lycéens veulent fuir leur pays" (When lycee students want to leave their country). Croissance des jeunes Nations, July-August 1973, p. 31.

The author, who has been a cooperant teacher in Gafsa (the still very traditional southern part of Tunisia) for a number of years, has been led to certain reflections concerning cooperation.

The effectiveness of the education dispensed appears contestable (insufficient number of Tunisian teachers, lack of knowledge of the teaching language, disorientation of the students). A radical change is necessary if it is to be made to correspond to the context of the country, and this is demonstrated through other observations made within an extra-academic context. Centers for vocational training are necessary, such as the one which has been set up in a small oasis near Tozeur to train young people on the same site where they will subsequently be working.

VI. SPECIAL PROBLEM - ILLITERACY

The problem of illiteracy is a crucial one in all developing countries. In the countries of the Maghreb, it has been attacked to varying degrees, and with varying degrees of success.

Morocco and Libya seem to have the highest percentages of illiterates (80% and 72.7% of the total respective populations). Libya has undertaken an energetic campaign to wipe out illiteracy, with students from the College of Education participating in teaching programs which in 1973 were reaching over 3500 illiterate persons. Special courses have been set up to teach women workers with little spare time, illiterate teen-agers, and rural citizens or other workers who might not have the time to go to a school themselves.

In Morocco, the problem continues to be acute, although some progress has been made since 1960. There are, predictably, more illiterate women than men, and the rate of illiteracy is higher in the country than in the cities. In all, more than 12 million Moroccans cannot read or write, a situation which can be ascribed in large part to the country's inadequate educational policy.

Algeria and Tunisia have, on the other hand, made great strides in their campaigns against illiteracy. Tunisia's major efforts have been concentrated on enlarging school enrollment as much as possible. One of Algeria's major experiments has been "functional literacy," that is, reading and writing classes oriented towards work and production, and often carried out within the industries themselves. (The same efforts have been made in the agricultural sector, but the results have been less satisfactory.)

Articles concerning illiteracy

Algeria

(1) "Aujourd'hui journée arabe de l'alphabétisation" (Today is Arab literacy day). La République, January 7 and 8, 1973, p. 3(1 col.).

(2) "L'alphabétisation fonctionnelle. Pour une main-d'oeuvre compétente" (Functional literacy. For a competent labor force). Révolution africaine, no. 466, February 1973, pp. 14-15.

(3) "Projets pilotes d'alphabétisation fonctionnelle. Travail de l'alphabétisation" (Pilot projects in functional literacy. Literacy work). Vol. II, no. 3, March 1973, pp. 1-53, published by the International Institute for methods of teaching adults to read and write, Teheran.

(4) Dehbal, M.H. "Arabisation. Quand les hommes en bleu reçoivent" (Arabization. When the men in blue receive). El Moudjahid, July 29-30, 1973, p. 4 (1 col.).

(5) "Plan quadriennal et niveau de vie" (The four-year plan and the standard of living). Revue de Presse, vol. 18, August-September 1973, no. 177.

(6) "8 sept. 1973. Journée internationale de lutte contre l'analphabétisme" (Sept. 8, 1973. International day of struggle against illiteracy). El Moudjahid, September 8, 1973, p. 3.

(7) Cherbal, Abdelmajid. "L'alphabétisation fonctionnelle" (Functional literacy). El Moudjahid, September 22, 1973, p. 2 (1 col.).

Libya

(8) "ath-thawratuth - thaqāfa imām shabah al-ummiyya" (The cultural revolution before the specter of illiteracy). Al-Fajr al-Jadīd, July 25, 1973, pp. 3 & 10.

Morocco

(9) "La scolarisation au Maroc: Plus de 12 millions de Marocains sont analphabètes" (School enrollment in Morocco: More than 12 million Moroccans are illiterate). L'Opinion, April 3, 1973, pp. 1 & 5 (1/2 col.).

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